

**POLITENESS STRATEGIES OF DIRECTIVE UTTERANCES USED BY
STUDENTS OF ENGLISH DEPARTMENT OF MUHAMMADIYAH
UNIVERSITY OF SURAKARTA IN MICROTEACHING CLASS**



NASKAH PUBLIKASI

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
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Proposed by:

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
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UNIVERSITAS MUHAMMADIYAH SURAKARTA
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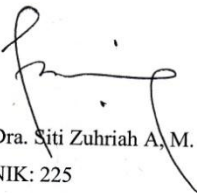
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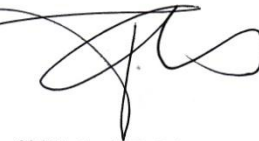
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Pembimbing I

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Rini Reswari

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Abstrack

This research is aimed at answering three problem statements, namely the intentions of directive utterances, the types of politeness strategies used in directive utterances, and the language forms of directive utterances. In collecting the data, the researcher uses recording, transcribing and documention method. In the conclusion, there are the correlations among the intentions of directive utterances, the type of politeness utterances, and the language form of directive utterance in this research paper that 100% of commanding utterances that applying in the bald on record strategy are using imperative sentence.

Keywords: directive utterances, politeness, language form

Introduction

For the students of English Department, studying English means not only studies the form of the languages but also the culture of the origin where the language comes from. Thus, the students do not only know how to write and speak, but also how to behave properly. Based on the statement above, the students should know how to use politeness strategies when they speak

in English, because politeness universally exists but is culturally bound. Therefore, the speakers and users of the language must be equipped with politeness formulas especially in speaking and must be aware of how to use politeness in different communicative acts in their daily life. It aims at making them able to communicate with the proper language.

Whenever speaker performs a request to other people, they are not only uttering it as a question, a command or a statement, but also performing an act which includes certain number of conditions, characteristics, and different kinds of effects which people know as speech act.

The main reason why the speakers use indirect speech acts is to show that the actions such as inviting, requesting, and or commanding can be presented in an indirect way. It is generally considered to be more gentles or more polite in the society than direct speech acts. So, the speakers ought to know about the rule of politeness theory.

Politeness theory is the theory that accounts for the redressing of the affronts to face posed by face-threatening acts to addressees. First, formulated by Levinson (1987), politeness theory has since expanded academia's perception of respect. Politeness is the expression of the speaker's intention to mitigate face threats carried by certain face threatening acts toward another (Mills, 2003). Another definition is "a battery of social skills whose goal is to ensure everyone feels affirmed in a social interaction".

The standard of polite or impolite utterance is different. It depends on the existence and standard norms or values in that place. An utterance which is considered polite in certain area, maybe considered as being impolite in another area. It is determine the place where the utterance is used. For example talking to a friend is different from talking to a teacher because the relationship between two persons (friends) who are intimate than the

relationship with a teacher. Someone can directly say “Hay, what’s up?” to a friend but can not say the same thing to a teacher because he or she can be considered impolite or rude.

When producing an utterance, speaker performs specific action or “do things” through specific forces to what they intend. Hence Austin (in Levinson: 1983) isolated three basic acts when saying something, they are; locutionary act, illocutionary act and perlocutionary act. Searle (in Levinson: 1983) classified illocutionary acts in to five basic kinds of actions, they are; representative, directive, commissive, expressive, and declarative. Here, the writer only focuses on analyzing the directive utterances. Yule (1996) proposes that directive is a kind of speech act that a speaker uses to get someone else to do something.

In collecting the data, the researcher uses recording, transcribing and documentation method. Whereas the objectives of the study are to describe the intention of directive utterances, to describe the types of politeness strategy of directive utterances, and to describe the language form of directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class.

Research Method

In doing this research, the writer uses descriptive qualitative research to describe the types of politeness strategies, to classify data, and describe data. Based on Moleong (1988: 2) descriptive qualitative is the research does not include any calculation and enumeration. By using descriptive qualitative research, the writer aims to (a) determining object of the research, (b)

determining the source of data, (c) determining the technique of collecting data, and (d) determining the technique of analyzing data.

The object of this research is politeness strategy. It is based on theory by Brown and Levinson. The data of this research are directive utterances used by students of English Department of Muhammadiyah University of Surakarta in Microteaching class 2011/2012 academic year. The writer uses three techniques in this research namely observation and note taking; and recording and transcribing. Data analysis is a simplification process of the data into more simple form which is easy to be interpreted. In this research, data will be analyzed by the framework of the intentions of directive utterance by Austin, the politeness strategies offered by Brown and Levinson, and the language form offered by Kreidler.

The Result of the Research

In this part, the writer discusses the research finding. It focuses on the finding obtained from the data analysis. The writer finds 224 data of directive utterances used by the students in the microteaching class. This finding is based on the problems stated in the problem statement, which cover the intention of directive utterance, the politeness strategy pattern of directive utterance, and the language form of directive utterance.

Directive utterance is the utterances that are delivered by the speaker to the hearer in order that the hearer doing something. Based on the analysis, the writer finds five intentions of directive utterances, namely commanding (131), requesting (77), suggesting (5), inviting (7), and warning (4).

For example:

104/ENDANG/Commanding

...

The teacher has just finished explaining the materials in the class that on that day. Before the teacher closed the class, the teacher said to the students that they have homework. So, the teacher said:

Teacher: Okay students, let's close our lesson. I will give you homework. Please make one text about explanation with free topic.

Okay students, let's close our lesson by saying hamdallah together.

Students: alhamdulillahirobil'allamiin..

Teacher: thank you for your attention. Wassalamuallaikum...

Students: wa'allaikumussallam.

...

Locution: the teacher commands to the students in the classroom to make a text of explanation with free topic as the student's homework.

Illocution: this utterance belongs to commanding utterance. The utterance given is imperative sentence. The teacher says to the students that the students have a homework. The homework is making a text of explanation with free topic. The materials of explanation text have just been given by the teacher in the class. In this case, the speaker is the teacher who gives a command, and the hearer is the students in the class who should do the command.

Perlocution: (the students maybe do the homework)

From the analysis, the writer concludes that the intentions of directive utterances used by the students in the microteaching class are dominated with commanding utterance. It is known from the percentage of each part that shows commanding utterance (58.48%), requesting utterance (34.37%),

suggesting utterance (2.23%), inviting utterance (3.13%) and the last is warning utterance (1.79%).

Politeness Strategy is used to save the hearer's face when face threatening acts are inevitable. On the other word, in the case of face threatening acts, sometimes is needed which will reduce the violation of face to a minimum and preserve stability as much as possible. There are four main types of politeness strategy, namely bald on record, negative politeness, positive politeness, and off-record.

For example:

032/DIAN/Commanding

After several times to do the exercise, the teacher warns to the students;

...

Teacher: Okay, the time is up. Okay. Stop Stop Stop!
(Then all of students laying down their pen).

Teacher: Okay, we will discuss about the exercise, students. Are you ready?

Students: Yes, Mom.

...

The conversation above happens in the classroom. The speaker is the teacher and the hearer is the students in the class. In this situation, the time to do the exercise is up so that the teacher warns to the students to stop writing and laying up their pen directly. The teacher says directly because she knows that some of the students still writing when she warns that the time is up.

The utterance *Stop stop stop!* belongs to bald on record applying in an emergency strategy, because the teacher said directly to the students that the time to do the exercise is over. The teacher expresses the utterance directly without reducing or minimizing the impact of FTA's, so that the speaker

makes the hearers embarrassed and finally they try to stop writing and laying up their pen in the table. The students still doing the exercise when the teacher said the time to do the exercise is over. It makes the teacher feel disrespectful, so that the teacher said that directly in order that the students bows the teacher without reducing the impact of FTA's of the students.

Based on the analysis, the writer finds four politeness strategies of directive utterances, namely bald on record (132), negative politeness (14), positive politeness (69), off-record (8). From the analysis, the writer concludes that the politeness patterns of directive utterances used by the students in the microteaching class are dominated by bald on record strategy and negative politeness strategy. It is known from the percentage of bald on record strategy (59.20%), negative politeness (6.27%), positive politeness (30.94%), and off-record (3.59%).

In the next part, the writer explains about language form of directive utterances. In this part, the writer analyzes the data based on the classification of the sentences by types, analyzes the data based on the classification of sentences by number of full predications, the elements of the sentence, and the language form of the data.

For example:

093/TRI/Requesting

...

The teacher in the class room has just finished explain the materials at that day. After that, the teacher said that the students have an exercise and they should answer the questions. Suddenly, one of the students in the class room wants to go to toilet. So, the student is asking permission to the teacher.

Teacher : Okay. Now, I have exercise for you. Now, please you answer the questions!

(Suddenly one of the students said...)

Student : Mom, may I go to the toilet?

Teacher : Yes, of course.

...

The utterance expressed by the student is intended for requesting. The conversation above is between the student as the speaker and the teacher as the hearer. In this situation, may be the student has just restrain to go to toilet for a while when the teacher still explain the materials. After the teacher finishes her explanation, the student braves herself to request to the teacher to go to toilet.

The utterance Mom, may I go to the toilet? belongs to positive interrogative sentence because it consists a subject and a predicate as the center of the sentence. The sentence is started by greeting word Mom that followed by comma. So, actually the sentence started by modal auxiliary may and closed by the question mark. The sentence form is simple sentence, because it consists of one full predication in the form of an independent clause. The subject of this sentence is I. in this sentence, the subject I refers to person (student) who is being talking about. The predicate of this sentence is go. The predicate used is categorized as a predicated word because the predicate expresses an act. Then, this sentence uses the adverb of place the toilet as adjunct.

Based on the explanation above, it can be concluded that the sentence above includes positive interrogative sentence. The pattern of sentence is Auxiliary+S+P+Adjunct+?

Based on the analysis, the writer finds three language forms of directive utterances, namely imperative sentence (201), interrogative

sentence (16), declarative sentence (6). From the analysis, the writer concludes that the language forms of directive utterances used by the students in the microteaching class are dominated by imperative sentence. It is showing from the percentage of each part that imperative sentence (90.13%), interrogative sentence (7.17%), and the declarative sentence (2.70%).

Whereas the correlation among three problems statements are commanding utterances in the part of the intentions of directive utterances are dominated by imperative sentence applying in the bald on record strategy of politeness strategies.

Conclusion

Referring to the analysis of politeness strategy of directive utterances used by the students of English Department on Muhammadiyah University of Surakarta in microteaching class, finally the research can draw the conclusion and give the suggestion that hopefully will be useful for other researcher.

The conclusion is based on the problem statement of the previous chapter, which is what the intentions of directive utterances, the politeness strategy of directive utterances and the language form of directive utterances used by students of English Department in microteaching class. And it is elaborated as follows:

1. The writer finds 224 data of the intention of directive utterances that used by the students of English Department in microteaching class. The data are: 131 data in the type of commanding utterances (58.48%), 77 data in the type of requesting utterance (34.37%), 5 data in the type of

suggesting utterance (2.23%), 7 data in the type of inviting (3.13%), and 4 data in the type of warning utterance (1.79%).

2. The writer finds 224 data of the politeness strategy of directive utterances that used by the students of English Department in microteaching class. The data are: 132 data in the type of bald on record strategy (59.20%), 14 data in the type of negative politeness (6.28%), 69 data in the type of positive politeness (30.94%), and 8 data in the type of off-record (3.59%).
3. The writer finds 224 data of the form of directive utterances that used by the students of English Department in microteaching class. The data are: 201 data in the type of imperative sentence (90.13%), 16 data in the type of interrogative sentence (7.17%), and 6 data in the type of declarative sentence (2.70%).

From the analysis, it can be concluded that the most intentions of directive utterances that used by the students of English Department in Muhammadiyah University of Surakarta in Microteaching Class is commanding utterances. Whereas the type of politeness strategy that most used is bald on record. The last, the language form of directive utterances that most used is imperative sentence that show the commanding utterances.

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